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ABSTRACT

Provided is a collection of teacher developed activities for teaching social adjustment skills to elementary school students. Activities are categorized in such skill areas as communication, social, motor, and perceptual; and most include goal or purpose, grade level, and a list of materials needed. (IM)

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The enclosed activities are tried and true, they are A Collection of Best Ideas for Teaching Social Adjustment Skills.

Originally compiled to share ideas among adjustment teachers, this ideas booklet can be easily adapted to teach affective type skills to all children. We hope that you will act as a facilitator in sharing these best practices and an agent in creating positive attitudes.

FLRS/Action would like to thank Joann Ziesloft, Adjustment Teacher at Washington Shores Elementary, for her contributions in sharing and caring. This product was her "Best Idea".

CREME de la CREME

A COLLECTION OF BEST IDEAS

FOR TEACHING SOCIAL ADJUSTMENT SKILLS

Volume I
March, 1976
FLRS/ACTION CENTER
800 S. Delaney St.
Orlando, Florida

EC092876

COMMUNICATION SKILLS

TERSE VERSE

Goals: To create poetry.

Say the first two rhyming lines of "Hickory, Dickory, Dock". Have the children repeat the pair of rhyming words and then say the two lines of the poem. Continue with lines from "Little Miss Muffet" and "Jack and Jill." Have the children repeat the line "Drip, drip, drop." Ask individuals to say it and give a line that rhymes with it. Repeat each child's rhyme for the class to say and record on tape. Accept responses that do not rhyme and record these on tape, too. Have the children create poems from such lines as: "Come, little fox" and "Where did he go?" Play the tape later for the class to join in saying the poems.

Write these couplets on the chalkboard:

Drip, drip, drop, Rain, don't stop.
The chick said, "Peep", and went to sleep.

Read them with the children. Discuss the similarity in the sounds of the word at the end of each line in the couplet. Have the children write the words fall and wall one under the other on the right side of lined paper. Then they fill in the space before each word to create a poem.

Place the following words on the chalkboard: flower, fish, cat, tree, rain, sun. Each child selects one word and writes three or more words that rhyme with it. He uses each word at the end of a sentence or phrase. Have him read his poem softly to himself for sense and rhythm. Encourage him to make any changes necessary such as adding other lines, rearranging the sentences or phrases, etc. Have him copy his poem and post it on the bulletin board.

PRESERVE WILDS

Read The Wind's Child by Mark Taylor (Atheneum, 1973)
Participate in search for a friend who loves the wilds.

ANAGRAM BUILDING

To form new words, rearrange the letters of the given words and add a letter. (Caution. No plurals or proper names are allowed). Given: gilt, wire, dive, each, salt, echo, loaf, hear. Possible answers: light, write, drive, teach, blast, chose, float, heard. Score five points for each anagram formed within a 15 minute time limit.

FEELING WORDS

Contributor: Nancy Gilbreath

Purpose: To develop a meaningful vocabulary of words which express how one feels.

Grade Level: 3-6

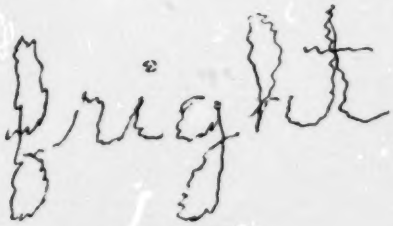
Materials: paper, markers/crayons, etc.

Activity:

Put the following list of words on the board.
Scary, excited, noisy, dizzy, weak, sad, shy, stuck, strong, mad, fright, fight, sleepy, lazy, fancy. Depending on your group, suggestions might be given of other words to add to the list.

Instruct the children to write a word so that the words looks like the way it feels.

Example:



MY NAME

Contributor: Nancy Gilbreath

Purpose: To provide practice with initial sounds, by use of the child's own first name and to help the child realize how important his own name is. Also, oral language development.

Grade Level: 2-4 (Possibly grades 1,5, & 6)

Materials: Art paper, crayons

Activity:

Direct the students to put their name down the left side of the paper, leaving space between each letter.

Then they are to draw a picture that goes with each letter of his name. (Much help will be needed for the younger child and for letters like u,q,z,x.) The picture should begin with the sound of the letter from the child's name.

When completed, each child shows and discusses his pictures with the rest of the group.

Example:

MY NAME: (Cont'd.)

Variations:

This exercise could provide practice with sounds in the medial and final positions in a word. The child can also be instructed to draw a picture that begins with the sound but has some special meaning for him.

BEING IMPORTANT, BEING SPECIAL

Contributor: Nancy Gilbreath

Purpose: To make the individual feel important and special.

Grade level: 1-6

Materials: Specially decorated chair, King or Queen Crowns, construction paper, markers/crayons, special badge.

Activities:

Select a student from the group who will be student of the day/week. (A special student box can be made and the name drawn from that box.)

Using a large sheet of paper, ask each child to come to it and write something "special" about the person being honored. For younger groups, the teacher can do the writing. In the meantime, the child is sitting in the special chair and wearing the crown or badge.

After the writing activity, each member of the group decides what other special things they can do for the child. Examples: play his favorite game, write a story about him, draw him a special story picture, etc.

Note: This type of activity might be planned once or twice a week so that each group member will have a special turn.

MAKE A CHART

Contributor: Nancy Gilbreath

Purpose: To develop oral expression and awareness of the child's personal environment and himself.

Grade level: 1-6

Materials: large paper for charting children's responses, markers.

Activity: Given a specific topic, students discuss the topic and their responses are noted on the chart.

MAKE A CHART (Cont'd.)

Examples of topics to be discussed:

If I had only one wish, it would be:
My family thinks I am:
I think school is:
Most of the time I feel:
My favorite sport or game is:
Someday I would like to:
The thing I like best about myself is:
If I could make one change in the world it would be:
My friends think I am:
I like people who are:

THIS IS YOUR LIFE: LEARNING CENTER

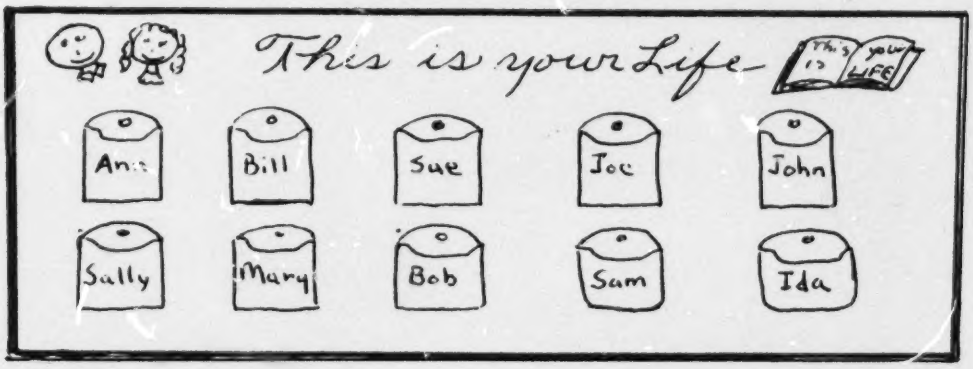
Contributor: Joyce Boyd

Source: Center Stuff for Nooks, Corners and Crannies. Peabody College for Teachers, Nashville, Tenn. Incentive Publications, 1974.

Grade Level: 3-6

Materials: Prepare a bulletin board as described below. Prepare This Is Your Life Activity Sheets for each child doing this project. (The activity sheets are reproduced in the next 5 pages)

Preparation of Bulletin Board:



Activities:

Children prepare their own envelopes in which the activity sheets are placed. Little direction should be given as to how the envelopes are to be made and finished.

When the children have finished the envelope it is placed on the board and the activity sheets are placed in it. The children complete the activities at their own speed. The activities when completed may be made into a book about themselves.

Activity Sheet 1

Make a sheet and aks the children to supply the following information about themselves.

Name
Address
City and State
Telephone Number
Male or Female
Height
Color of Hair
Color of Eyes
Age
Weight
School
Grade
Parent's Name

Activity 2

This is my family: Make a family tree like the one on this sheet.

The leaves may be used for names of your grandparents, aunts, uncles, and cousins, or other people who are important to you.

This is Your Life (Cont'd)

Activity Sheet 3

Draw a friend tree. Design it any way you like.

Activity Sheet 4

People are always wishing to change things. This is your chance.

IF YOU COULD CHANGE YOUR.....

Appearance, it would be:_____

_____

Family, it would be:_____

_____

School, it would be:_____

_____

Teacher, it would be:_____

_____

Friends, it would be_____

_____

House, it would be:_____

_____

Food, it would be:_____

_____

Clothes, it would be:_____

_____

A rule or law, it would be_____

_____

DRAW A PICTURE TO ILLSUTRATE ONE OF THESE CHANGES.

Activity Sheet 5

An autobiography is a story written about yourself. Write your autobiography.

You will want to include your family, the different places you have lived, interesting things you have done, hobbies, your likes and dislikes, and anything else important in your life.

(Directions to the teacher: To conserve on space there is no space for the student to write his biography. After the above introduction, the remainder of the paper is lined for the use of the student).

Activity Sheet 6

Draw a family portrait.

Helpful Hints

Contributor: Glen Velez

Form a peer committee (2 or 3 students) led by the teacher (facilitator) to serve as an alternative method in dealing with problems that the students have. Contracting under these conditions has proved useful in that peer pressure serves to enhance the child's investment in fulfilling a contract.

Two excellent resource books available through the Orlando Public Library are:

How To by Herbert Kohl
Groups in School by Ruth P. Newman

Teacher Magazine, January, 1975, (Pg. 47) provides many ideas for film making.

SPECIAL LETTERS

Goals: To understand capitalization.

Designate a page in the readers where the children can find capital letters. Summarize with the class the rules for capitalization. Each child writes a sentence and draws a line under each capital letter he uses. Encourage individuals to use more than one capital letter per sentence.

Make copies of the following directions. Leave space after each instruction for the child to write his answer. Collect the completed papers and see if the children knew when to capitalize words. Follow up with capitalization activities for the rules they did not know.

Write your first and last names.
In what city were you born?
When is your birthday?
Write a sentence about the rain.
Write the name of the kind of car that your family or neighbor owns.
What is the name of the principal of your school?
Finish this sentence. She said, "_____."

Expressing Feelings Through Music

Contributor: Jo-Ann Zeisloft

Source: Teaching Exceptional Children, Winter, 1975

Purpose: To provide an avenue through which emotions can be shared nonverbally.

Grade Level: K-6

Materials: A variety of short music selections having a strong beat which would be appropriate for the expression of anger, fear, sadness, or happiness.

Activity:

Each child chooses a two foot square area of the room for himself with the area being defined by masking tape on the floor.

A selection of music is played and the children are directed to show a particular feeling while remaining in their two foot square area.

A second direction is given to show the same feeling in another way. This can be done three or four times.

For the older children, a discussion can be conducted on the variety of ways of expressing the same feeling.

Available Books and Films

Contributor: Pat Rawls

Books available through the Public Library are:

Sometimes I'm Jealous	a Read-Together Book	Primary
Sometimes I Get Angry	"	"
Sometimes I'm Afraid	"	"
My Friend the Babysitter	"	"
Look at Me Now	"	"
My Friend the Doctor	"	"
My Friend the Dentist	"	"
What Makes Me Feel This Way	"	"
My Body, How It Works	"	"

16mm films available through the Public Library are:

	Grades
I AM	5,6,6,8,
I THINK	5,6,7,8,
OTHERS	5,6,7,8,

BETWEEN CHILD AND ANIMAL

Adaptation of Can of Squirms

Contributor: Fred Smith

Purpose: To develop oral language skills, to gain confidence in forming and expressing beliefs, to gain an understanding of familiar situations and an insight into their reactions and the reactions of other persons involved in these situations.

Grade Level: 1-6

Materials: Squirm situations written on individual pieces of paper and placed in a gayly decorated can or box.

Activity:

The role of the leader is to assist and support the child in the process of dialogue through explanation and demonstration when called for.

In turn, each child draws one situation from the game box and responds to the situation on the paper drawn. (A variation: all of the children in the group can select a situation and plan a response rather than respond spontaneously as above) Children may also work in pairs or teams to plan the response.

The next four pages contain situations which might be used in doing this activity.

The children can also write their own situations.

SQUIRM SITUATIONS

A boy must explain...

...to an owl why children cannot play all night long

...to a puppy dog that running away can be worse than being punished at home.

...to a black bear that nobody likes a bully

...to an alley-rat that if he would keep clean he might find a happy new life

...to a fox that telling the truth is better that telling lies

...to a snail that it is important sometimes to be on time.

...to a snake that no one likes a sneak

...to an ant why children need to rest sometimes

...to a grasshopper that everyone has a share of work to do

...to a father beaver to stop working on his dam and play with his children a little

A girl must explain...

...to a cow why Farmer Brown must sell her milk

...to a turtle that laziness doesn't help you swim better

...to a monkey that acting silly isn't always fun

...to a peacock that beauty isn't everything

...to a pig that children don't always enjoy playing in mud and dust

...to a bluebird that singing alone isn't happiness

...to a mouse that stealing only leads to serious trouble

...to a kangaroo that a mother shouldn't protect her baby too much

...to a spider that the best way not to be lonely is to go visiting others

...to a talkative bluejay that no one likes a chatterbox who cannot keep a secret

DISCUSSION - STARTER QUESTIONS

BOY #1

1. Why do children sleep at night?
2. Doesn't an owl need sleep too?
3. How many hours do you sleep each night?
4. Do parents need sleep as much as children?
5. Do children act differently when they do not get enough sleep?

BOY #2

1. Has anyone of you ever thought of running away?
2. What made you change your mind?
3. What are the reasons for a dog running away from its home?
4. What can happen to a child who runs away?
5. If a child does run far away, then changes his mind, what should he do?

BOY #3

1. Why doesn't anyone like a bully?
2. Why do bears sometimes bully other animals?
3. Can you guess why bullies act as they do?
4. If a bully is bothering you, what should you do?
5. Have each of you ever been a bully yourself - even a little?

BOY #4

1. What is the main reason why we must keep ourselves clean?
2. Why do alley rats live so uncleanly?
3. Is there a difference between "messy" and "dirty"?
4. What do you do every day to keep yourself clean?
5. How do animal pets keep themselves clean?

BOY #5

1. Is there anyone here who has never told a lie?
2. Why do we all lie sometimes?
3. What is the best way to act when caught in a lie?
4. Do you think that a wild red fox is ever dishonest?
5. Are we happier when we tell the truth? Why?

BOY #6

1. Why is it important to be "on time" as much as possible?
2. What do you do to try to keep "on time"?
3. Are snails slow on purpose or can't they help it?
4. Do you know anyone that is always late?
5. What makes some people tardy so often?

BOY #7

1. Why doesn't anyone like "sneaky" people?
2. Are snakes really sneaky?
3. Why are some children "sneaky"?
4. How should you act toward someone who is "sneaky"?
5. Have you ever been "sneaky" - even a little bit?

BOY #8

1. Why is it important that children stop to rest?
2. Why are ants always so busy?
3. What are some of the different ways of resting?
4. How many times a day do you rest?
5. Do we act differently when we do not rest?

BOY #9

1. Why should each of us have a share of work to do?
2. What happens to those who never learn to work?
3. What kind of work, if any, does a grasshopper do?
4. What work do you do at your house?
5. Does it make you fell better to do work? Why?

BOY #10

1. Why must our fathers (and mothers) work so hard?
2. When do most fathers take time out from work to play with their children?
3. Why do beavers work so hard?
4. Do you think that beaver fathers and mothers play with their beaver children?
5. What games do you play with your father (and mother)?

GIRL #11

1. If you were a cow would you be angry with Farmer Brown for selling your milk?
2. Why do children need milk?
3. From what other animals do we take milk?
4. What other animals give us part of themselves so that we may live better?
5. What do we give these animals in return for their gifts to us?

GIRL #12

1. Are turtles really lazy?
2. Does exercise, and lots of it, hurt?
3. Do you swim better in early summer after a long "winter's rest" from swimming?
4. Must animals learn to swim when they are little?
5. Should everyone learn to swim? Why?

GIRL #13

1. Do monkeys really act silly or is that simply the way they are?
2. Do all animals and people act silly sometimes?
3. Why is it good to act silly once in a while?
4. Why is it not good to act silly all of the time?
5. When you act silly, what do you do?

GIRL #14

1. How important is "being pretty" to a girl?
2. Is a "girl peacock" prettier than a "boy peacock"?
3. Why aren't human boys prettier than girls?
4. Do you stay "pretty" all of your life?
5. Does anyone know what the word "attractive" means?

GIRL #15

1. Why does a pig roll in mud and dust?
2. What other animals wallow in mud? Why?
3. Would it hurt these animals if we kept them as clean as our mothers keep us?
4. Why do we bother to keep ourselves clean?
5. The cavemen did not keep themselves as clean as we do. How did they stay healthy?

GIRL #16

1. Does singing make you happy? Why?
2. Are birds happier than people because they sing so much?
3. Are you happiest when you sing alone or with somebody? Why?
4. Can you be happy without singing?
5. Can singing also make you sad? Why?

GIRL #17

1. Why is it wrong for us to steal something we want or need?

2. Why isn't it wrong when a mouse steals food?

3. Has anyone here ever stolen anything? What happened?

4. Is stealing a little thing as bad as stealing a big thing?

5. What would happen if everyone stole whatever they wanted?

GIRL #18

1. Should mothers keep their babies from playing with others?

2. When is a baby old enough to play with others?

3. What do babies and children learn from playing with others?

4. Why do most children prefer to play with other children their own age?

5. Why do we sometimes enjoy playing with others older and younger than ourselves?

GIRL #19

1. Are spiders shy? Why?

2. If you want a friend, why must you BE a friend?

3. Do you visit your friends' houses when you are lonesome?

4. What must you do to keep your friends?

5. Why are some children shy?

GIRL #20

1. What do you think of someone who cannot keep a secret?

2. Can each of you keep a secret?

3. Why are some children always telling secrets?

4. Are there some secrets which should be told?

5. Are bluejays really tattle-tales in the forest?

Broken Squares

Goals: To analyze certain aspects of cooperation in solving a group problem.

To sensitize the participants to some of their own behaviors which may contribute toward or obstruct the solving of a group problem.

Group size: Any number of groups of six participants each. There will be five participants and an observer/judge.

Time Required: Fifteen minutes for the exercise and fifteen minutes for discussion.

Materials: Chalkboard, chalk, eraser, tables that will seat five participants; and one for the observer/judge. One set of broken squares for each group of five participants.

Setting: Tables should be spaced far enough apart so that the various groups can not observe the activities of other groups.

Process:

The facilitator may wish to begin with a discussion of the meaning of cooperation: this should lead to suggestions by the groups of what is essential in successful group cooperation. These may be listed on the board, and the facilitator may introduce the exercise by indicating that the groups will conduct an experiment to test their suggestions. Basic suggestions which the facilitator may want to bring out of the groups are as follows:

1. Each individual must understand the total problem.

2. Each individual should understand how he can contribute toward solving the problem.

What Do You Think?

Purpose: The following can lead to a duscussion on the topic of Women's Lib.

Materials: Ditto of these questions with ratings 1-4.

Procedure: Have students complete the questionnaire. May be followed with a discussion. Other questions may be added at the teachers discretion.

1 = strongly agree
2 = agree
3 = disagree
4 = strongly disagree

1. _____ A girl who is interested in becoming a doctor should be strongly encouraged to become a nurse or a science teacher instead.

2. _____ A boy who wants to enroll in a home economics class to learn to cook should be directed to a shop class instead.

3. _____ It would be unwise to consider electing a woman for President of the United States.

4. _____ It is unfeminine for a girl to be too smart.

5. _____ There are some subjects in school that boys are naturally better at than girls.

6. _____ All girls should be required to take courses in home economics to prepare them to be good wives and mothers in the future.

Purpose: To give students an opportunity to begin to relate values to activity and begin to increase awareness of how what we do reflects our values.

Materials: Supply of ditto copies of the schedule below.

Procedure: Have students complete the schedule and the section at the bottom of the sheet. Sharing may take place on a volunteer basis as a class or in small groups. Give the instructions to students as follows:

EXPLORING YOUR VALUES

Values are the ideas on which people act. One of the best ways to know a person's values is to look at what he does. Try completing the chart to see what it says about your values. Remember back to what you did last Saturday and Sunday. Fill in the chart from what you remember, starting with the specific activities that took your time:

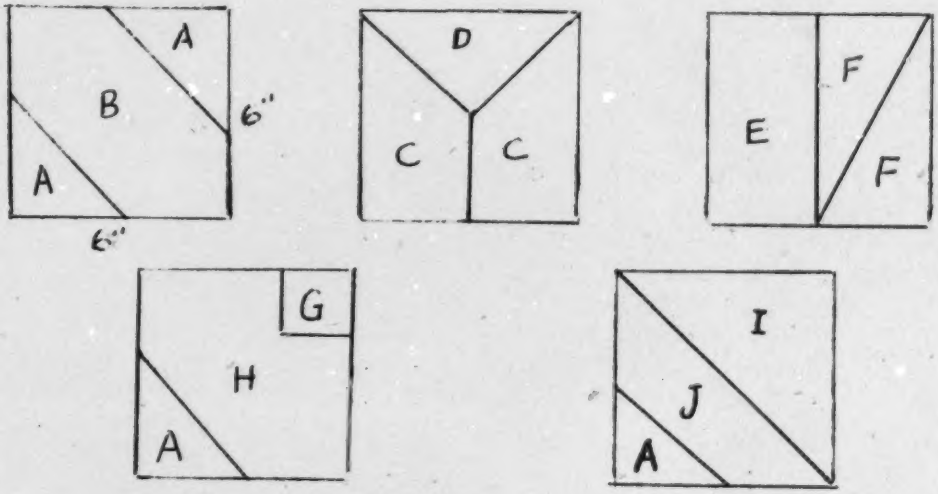
	SATURDAY	SUNDAY
8-9		
9-10		
10-11		
11-12		
12-1		
1-2		
2-3		
3-4		
4-5		
5-6		
6-7		
7-8		
8-9		
9-10		

List two or three values that are suggested by how you spent your time during those two days:

DIRECTIONS FOR MAKING A SET OF SQUARES

A set consists of five envelopes containing pieces of cardboard which have been cut into different patterns and which, when properly arranged, will form five squares of equal size. One set should be provided for each group of five persons.

To prepare a set, cut out five cardboard squares of equal size, approximately six by six inches. Place the squares in a row and mark them as below, penciling the letters a,b,c,etc., lightly, so that they can later be erased.



The lines should be so drawn that, when cut out, all pieces marked A will be of exactly the same size, all pieces marked C of the same size, etc. By using multiples of three inches, several combinations will be possible that will enable participants to form one or two squares, but only one combination is possible that will form five squares six-by-six inches.

After drawing the lines on the six-by-six inch squares and labeling them with lower case letters, cut each square as marked into smaller peices to make the parts of the puzzle.

Mark the five envelopes A, B, C, D, and E. Distribute the cardboard pieces in the five envelopes as follows:

Envelope A has pieces i,h,e

B has pieces a,a,a,c

C has pieces a,j

D has pieces d,f

E has pieces g,b,f,c

Erase the penciled letter from each piece and write, instead, the appropriate envelope letter. This will make it easy to return the pieces to the proper envelope for subsequent use when a group has completed the task.

INSTRUCTIONS TO THE GROUP

In this packet there are five envelopes, each of which contains pieces of cardboard for forming squares. When the facilitator gives the signal to begin, the task of your group is to form five squares of equal size. The task will not be completed until each individual has before him a perfect square of the same size as that held by others.

Specific limitations are imposed upon your group during this exercise:

1. No member may speak.
2. No member may ask another member for a card or in any way signal that another person is to give him a card.
3. Members may, however, give cards to other members.

Are the instructions clear? (Questions are answered.)

Facilitator gives signal, "Begin working."

HERE'S A DISCUSSION-STORY ABOUT CLEVER HANS,

A HORSE WITH A BRAIN THAT SEEMED

PRACTICALLY HUMAN

ONCE UPON a time, a German businessman named Herr von Osten had a horse named Hans who was very smart. Herr von Osten decided Hans was such a clever horse that he began to teach him tricks, and the next thing you know, Hans could do all sorts of things. He could add numbers and give the right answer by pawing the ground with his hoof. He learned to do very difficult multiplication and division, and could even spell. The businessman had worked out a code so that Hans tapped the ground once for an A, twice for a B and so on. Pretty soon, everybody heard about Clever Hans. People from all over came to see him do his tricks.

Some very wise university professors heard about Clever Hans, too. They became very excited, because it sounded as if Hans were as smart as a human being. In fact, it sounded as if he could really think the way we do. Nobody had ever seen this before, and it really upset a lot of very wise theories about the difference between human beings and animals.

(You can go into what the difference is now, or later, or before this lesson. Watch out for the only-humans-talk pitfall. There are parrots, after all. So what is speech? If you go into the definition in terms of getting the message across, there are still dolphins and assorted bird calls and animal warning sounds.

It is hard to nail down a proper definition. The children might learn more about it if you help them sort it out for themselves. You might use the end result - written speech - as the clincher. I suspect they often learn more if it is left up in the air.) (Principle of the unfinished in learning theory, etc.)

After a while, all kinds of people came to see Hans. They all had a crack at trying to find out if it were all a trick, and all tried to find out if they could mix Clever Hans up. But everyone went away astonished and convinced that Clever Hans was really as intelligent as humans. They were convinced that Hans' trainer wasn't cheating - they sent him out of the room and tried asking Hans questions themselves; but he was clever every time.

Then a new professor named Professor Okar Pfungst came. Something about Hans kept bothering him. So, Professor Pfungst tried something different. He had everybody go out of the room. He stood behind a screen. He began asking Clever Hans some questions. "How much is 14 and 32?" Hans started pawing, but when he should have stopped at 46, he just kept pawing and pawing. He didn't stop. Clever Hans didn't seem to know <u>when</u> to stop.

Can you guess what was the matter with Hans?

(They may well get it right off. If not, bring out the following- either in your own words or read this:)

Hans hadn't become stupid. He really hadn't forgotten anything either. The Professor figured out that Clever Hans really was very clever. He was clever at noticing what people did. You know, when you know the right answer, and somebody is guessing, you might show by a sign--your voice, your face or the way you hold your hands--whether they gave you the right answer. Have you ever tried guessing games?

(If you have done a lesson on learning and conditioning methods, you can refer to the time they tried to teach their partner what they wanted him to do.)

I'll bet you can guess right sometimes from the way your partner acts. So, when Clever Hans started tapping the answer, he tapped until his trainer looked pleased or something, and then he stopped. He got his carrot or hay or whatever, so Hans was pleased, too. But this time, because of the screen, he couldn't see the professor...

Psychologists call this non-verbal communication--that is, telling somebody something without talking. Talking is verbal communication. With the non-verbal kind, you use your body, but not your voice. Can you think of some times when people use non-verbal ways of talking?

Rules Help -(Activity 1, 2, or 3 may be used separate or together.)

Purpose: To teach children the meaning of rules and regulations and why they are needed.

1. Ask the children to talk about the rules that help and guide them. Keep a record of the discussion. Divide a sheet of chart paper into three columns: "Home Rules," "School Rules," and "Other Rules". When a rule is mentioned, print it in the proper column after a child decides where the rule is needed. Encourage the children to make their own interpretive drawings of rules. Help them write the appropriate rule under each drawing.

2. The children make individual list of existing rules and regulations that protect and guide people. Place a red "H" by rules used at home, a blue "S" by rules used at school and a black "O" by rules used in other places. From their individual lists the children make a class chart of those rules that can be used at school, home, and other places. Allow space for the children to add other rules as they discover them.

3. Ask the children to make a list of rules as described in the preceding activity. They will then make a list of rules that say just the opposite e.g., "Be considerate of others" - "Think only of yourself" etc. Have the children discuss what life would be like in the classroom or at home if the "opposite rules" were followed.

This is Me

A kleenex carnation, a clipping of baseball box scores, etc., are examples of items representing someone.

Ask the students to collect many items that tell something about themselves. Collecting and composing a collage of such items can be a means of developing self-awareness. Have the children collect magazine pictures, photographs, drawings, small objects, clippings, or other items that tell about themselves and things that they enjoy. Though the idea may be introduced to the group and possibilities for items discussed, the project itself is a personal one with each individual deciding what best represents his world.

Each child arranges his collection on a large peice of construction paper or tagboard. After the items are glued down, collage fashion, each child has a display of his interests and personal history. Some children may wish to share with the others just what the items represent and why these items were chosen.

Through this project you will learn more about each child, while classmates may discover mutual interests. And each child, in becoming more aware of himself, can take quiet pride in the collage collection that declares, "This is me!"

Feeling Indicators

Purpose: To express and share feelings in order to play and work better with others; to become aware of the feelings of others. (Note - One of all three activities can be used)

Preparation:

Encourage the children to discuss how they feel at different times, what happens when others do not feel the same way they feel and how to treat a person when he feels different. Stress the fact that feelings are not bad - even when they are unhappy feelings - and that we must all be free to express our feelings without guilt.

1. Display primary and secondary colors of construction paper. Help the children identify each color and ask them to select a color that makes them think of happiness and one that makes them think of sadness. Cut enough circles (same size) of the two chosen colors for every child to have one of each color. Punch a hole near the edge of the circles. The children then paste the two circles together so that the holes are in the same position and attach a length of yarn so that the circles can be worn around the neck. The children - happy or sad - change the color whenever their feelings change. Encourage the children to watch for the "sad" color on other children so that they can talk about what is wrong.

2. Explain that the classroom is a happy place, but that this does not mean that there is no room for unhappy feelings as well. Ask the children to tell you how they also feel when they are unhappy - worried, angry, confused, etc. Make little signs for these causes of unhappiness and post them around the room. Tell the children they are free to stand under a sign whenever they feel that particular way. (Make sure they understand that there will be no laughter and no scolding). Tell them also that any child is free to go to an unhappy child and talk about the problem.

3. Ask each child to bring a small cardboard box. Cover the outside of the top of the box with felt of flannel, using white glue. Have each child think of from four to six feelings that he most often feels. (Make sure he includes unhappy feelings too) He then prints these feelings on strips cut from construction paper or index cards and glues felt or flannel on the back of each strip. The child writes his name on the side of the box and presses the strip that best describes his feelings on top of the box (the other strips are kept inside the box) The boxes can be kept on their desk or a low shelf. Encourage the child to be on the alert for feeling indicators that suggest a child is unhappy. They can talk about the problem with the child...and so can the teacher.

New Holiday

Objective: Provides an opportunity for students to work together toward a single goal. Good with upper grades.

The children think of a new holiday, plan how the holiday is to be celebrated, plan the theme, select a date, make decorations and plan games. This is followed by the celebration of the holiday.

Other Children

Objective: Provides a stimulus for discussion on a selected topic. Good with all grades.

Collect pictures (from magazines, etc.) of various age children doing various activities. Put the pictures on construction paper. Present to group of children (about same age as pictured) and ask each child to tell what the child pictured would say if he could talk.

Just Suppose

Objective: Provide for the expression of thoughts and feelings. Good for all ages.

Take the two words "just suppose" and let the children set up imaginary situations. Example: Just suppose you were inside a giant raindrop coming through the clouds...." Children complete the sentence. Drawings can be made of the child's "just suppose".

Gossip Game

Objective: Develop self-expression in art and oral language. Good for all ages.

Each child draws a flowing line on paper. Then passes on to the next child who adds to it, etc. The passing and drawing continues until the paper returns to the pupil who started the picture. After studying the completed picture, each pupil brings it to the front of the class and tells a story based on the drawing and what he "sees" in the picture. The students also name the drawing.

THEY'RE OK -- YOU'RE OK

These activities will help your class develop self-awareness and concern for others

1. Hand out a printed interest inventory early. Put the results on a large sheet of paper to be displayed. List the students' names down the side and the questions across the top. When you're writing the inventory questions keep in mind that the responses will be made public. Students and their parents can study this chart constantly. Leave it up for a couple weeks and then put it away until later in the year; pass out the same questions and record the changes that have taken place. The results will be met with great interest.

2. Place yourself on the "hot seat" by getting the students to ask you questions. Feel free to let them know that some questions are too personal.

3. Give the students the opportunity to be on the "hot seat." You'll be surprised to discover that they are eager to do it. I've found that it works best to have each student write one question on a slip of paper and hand it to me. Eliminate duplicates or embarrassing questions.

4. Have each student prepare 10 general interview questions. Then have them draw names from a hat including the names of everyone in the class, to select who they will interview. Before they actually do the interviews, have the children predict what they think the answers will be. This makes the activity very interesting to the children. They will want to do more than one interview. As an additional activity, have them write a brief biography of the student they interviewed and present it to them.

5. Have each student design a "button" for one of the students he interviewed in activity 4 based on something he discovered about him and present it to him. They'll all have fun wearing their buttons. Include yourself in this activity.

6. Give each child the outline of a large light bulb and have each child illustrate a good idea he has had. Put one of these on the bulletin board each day and give that child time to explain what his idea is all about.

7. Have each child make a collage about himself using magazines or other materials showing his interests, likes, dislikes, etc. Place one collage on the bulletin board each week (or day). Give that child a chance to explain his "picture puzzle." Put a title on the board saying TODAY IS (student's name) DAY or THIS IS (student's name) WEEK. Plan ahead to give that child special privileges and responsibilities on those days, such as being first in lunch line, passing out papers, etc.

8. Have each student design a large "button" for display, based on a belief or strong feeling he has. This may require some discussion ahead of time for motivation and ideas. Display the buttons one at a time and give the student whose button is on display the opportunity to speak for five uninterrupted minutes on the "soap box." Don't permit any comments following the talk.

Most youngsters will not be too anxious to speak, but they benefit a great deal from the opportunity to do so. And they do look forward to the day their button will be up.

9. Ask questions about interest and attitudes and call for a show of hands. For example: "How many of you think you need an allowance?" "How many of you like spinach?"

Then have the students write similar types of questions and, at various times, let them take turns asking their questions and recording the results.

10. To develop trust between students, have the children pair off and lead each other. One is blindfolded and the other is the leader. First have the child without the blindfold hold the blindfolded child's hand and lead him physically. (It is best to do this activity outside.) Then reverse the roles. Next have them do it with only verbal directions. This requires a brief discussion and words of caution from the teacher. And this activity must be closely supervised. Exchange roles again. Discuss the results and feelings that were experienced.

11. Have the children think of things that are important to them. Put these on the board or overhead as you go along. Don't evaluate these or discuss. The youngsters will list such things as sports, family, friends, etc. Next, have each child select the 10 most important to him and rank them in order from most to least important. They will want to share these.

12. Now, do the same things you did in activity 11 above, but list the things the students think are important to their parents. Again ask each child to select ten things that he feels are most important to his own parents. Then have the students take the list of 10 home and scramble the lists they take home. When they bring their parent's list back lead them in comparing what they had predicted was most important to their parents and what their parents had actually said. Discuss the results.

13. After a discussion on "friends" -- "What kind do you like?" "What kind are you?" etc. -- have the students rank themselves on a 1 to 10 scale, 10 being highest and 1 the lowest in the following areas: athlete, reader, friend, artist, sister or brother, thinker, planner, student. This will give the children a great deal to think about and discuss.

14. Have the children get together in pairs. Then ask them to try to find out about each other without asking any questions -- just talking or playing. The children may enjoy using recess for this activity, and you may have to set a time limit. When they are through, have them share what they have discovered with the group.

15. Prepare agree-disagree statements to be discussed in small groups on such topics as manners, family relations and playground interactions.

16. After a discussion of the "good" and "bad" qualities people can have, have the children list their own good qualities in one column and their "not-so-good" qualities in another. Assure them that they may throw the lists away when finished if they would rather. After working in a group with problem solving techniques on hypothetical problems, have each child apply these techniques to one of their own lesser qualities. It helps them to see that the things we don't like about ourselves can often be corrected or improved.

Huff'N Puff Art

Contributor: Jeanette Crabbe

Source: Grade Teacher, March, 1970

Purpose: Provide an outlet for expression of strong feelings.

Activity: The next time your youngsters need to let off steam or exercise lung power, let them do some straw painting. You provide colored construction paper, tempera paint and plastic straws. They supply the lung power.

After distributing colored construction paper (or white paper washed with tempera paint and allowed to dry), use a paint brush to put a blob of tempera paint on each student's paper. Don't brush the paint on the paper - just drop it.

Using a plastic straw, have each child blow sideways at the blob until it begins to spread out. Have them turn the papers as they blow to make the paint fan out in different directions. The paint will spread out more effectively if you blow from as close a level (horizontally) with the paper as possible. It often splatters if you blow from the top.

After one blob is spread, drop another blob in another spot and repeat the process. Or, if you want to make a blob larger, drop more paint in the same place and blow again.

At first, let the youngsters experiment with "free forms." After they get experience in straw painting - and they get to know the strength of their lungs and the blowability" of the paint - they can plan specific pictures or designs.

One word of warning, though: To avoid parental backlash from possible "accidents," make sure your youngsters are wearing washable clothes to school on straw painting days.

Your Green Pages (101 Ideas-or-more-for Pre-K through Grade 3)

Contributor: Jeanette Crabbe

Source: Early Years, March 1974

Note: Starred numerals indicate that the activity is designed for children able to function on at least a third grade level.

SOCIAL SKILLS

DIAL DOWN

Goals: To explore ways to conserve energy

Ask the children what their families are doing to help during the energy crisis. Ask what they (the children) can do? Pose questions that lead them to discuss walking to school, inviting a friend to ride in the family car to school instead of using two cars, wearing heavier clothing on chilly days so the heat can be turned down, turning off lights not in use, etc. Follow up with a mural of children's drawings that illustrate their ways of conserving energy.

Make a bulletin board of the children's collection of news paper and magazine articles on the energy cirsis. Discuss some of the news items with the class. Write on the chalkboard "My Solution to the Energy Crisis." After the children write their solutions, type them on duplicating masters (several on a master). Have each child sign his solution. Run off copies of all the solutions for each child to take home to share with his family.

HELPERS ALL

Goals: To identify group roles.

Place two piles of blocks (or books) in separate areas on the floor. (Have the same number of items in each pile.) Then spread the blocks on the floor. Ask a volunteer to pick up one set of blocks and stack them on a shelf, and a group of children to do the same with the other set. Have the volunteer and the group begin picking up the blocks at the same time. After the children complete the task, discuss with them whether the individual or group finished first and why. Point out how cooperation - or lack of it - can make a job easier or more difficult. Be sure to comment on the fine work of the individual and the group.

HELPERS ALL (cont'd.)

During the week assign different groups of children routine and special tasks such as sharpening pencils, cleaning up an interest center, arranging materials or chairs for an activity, watering plants, etc. At the end of the week have the groups tell how they performed their jobs. Encourage them to identify such features of group work as working together, sharing the work, planning which members do which portions of the tasks, etc. List these features on the chalkboard or on large chart paper.

The children work in small groups. Each group finds several pictures of groups of people. Write questions similar to the following on the board. What job is the group supposed to be doing? How will the people work as a group to do the job? Will every person do the same thing? Why or why not? Each group of children considers these questions and chooses one picture to which they can apply the questions. They paste the picture on large chart paper and write their answers beneath the picture. Display their charts. Later each group may present their answers for class discussion.

ONE-TO-ONE

Goals: To understand why people use different means of communication .

Show a picture of a telephone. Ask why people use the telephone and what are some of the things they tell others by means of it. Have the class choose a reason for telephoning a person. Ask two volunteers to hold an imaginary phone conversation relating to that reason. Continue the activity later, using pictures of two people conversing, a letter, a television set and a radio.

Ask the children to think of reasons why people often need to give information or messages to others. Show pictures and objects that represent different means of communication. Have the children suggest various reasons for communicating. Which method of communicating would be best? Which ones would not be good at all? Supposing speed were a factor? Or cost? Or the need to communicate with many people at the same time?

Encourage the children to think of past means of communication that are no longer in use (e.g., the pony express, messengers, etc.) List on the chalkboard as many of these methods as you and the class can think of. What methods of communication do we have today? Has modern communication made any difference in the way people live?

ONE-TO-ONE (cont'd)

Make a bulletin board of pictures of different methods of communication, numbering each picture. Duplicate and distribute to the children two numbered lists. The first list gives various reasons for communication: To wish a happy birthday to someone who lives in another city: to order a pair of boots from a store, etc. The second list gives various "whys" for choosing different communication methods: It is the quickest way to get in touch with some one in another city and I don't care how much it costs: It is the easiest way to purchase things that I need, etc. The children use the numbers to match up the pictures on the board and the items on the two lists.

PICTORIAL VISIT

Bring Ghana to the classroom. Show "Ghana, Land and People" from the set of color filmstrip THE CONTINENT OF AFRICA: COUNTRIES OF THE GUINEA COAST (Eye Gate, Inc.) Discuss the meaning of the INDEPENDENCE of a country. Show on the calendar the date Ghana celebrated its independence, March 6, 1957. On a displayed map of Africa, outline Ghana by pinning a piece of yarn around it. Reinforce your class discussion with some African art reproductions and/or books on Africa.

A CITY IS:

Goals: To determine what makes a city.

Ask the children to name people and things seen in a city. Give them a pile of magazine pictures and have them sort out the ones that make them think of a city. Group their selections on a bulletin board. Label the board with large letters that spell "A City Is..." Have the children say "A City Is..." as they identify each picture. For example, A city is streets; A city is tall buildings; etc.

Display different city scenes around the room. Have the children stroll along and study the pictures. Then ask them to close their eyes. Say, "A city is" and ask them to think of a city and to try to "see" it. Each child then writes and completes the phrase "A City is..." on a half-sheet of paper. Encourage the children to use as many words as they wish to complete the phrase. Then have them complete the phrase with one word only. The children paint city scenes and glue their sentences at the bottom of the paintings.

A CITY IS (Cont'd.)

Write the following titles on the chalkboard: A CITY IS BRICKS AND CONCRETE. A CITY IS NOISE AND BUSTLE. A CITY IS SIGNS AND LIGHTS. A CITY IS QUIET AND SLEEPY The child makes a booklet with six folded sheets of manila paper and two sheets of colored construction paper. He chooses one of the titles to print on his booklet. Then with drawings and pictures, he illustrates what the title means to him. Provide time for small group sharing of the booklets before placing them on a library table for independent reading.

BASIC TO COMPLICATED

Read ABC OF THE CITY OF MAY, by Mary M. Pheian (Orbis Books, 1973). The alphabet is used as a guide to present concepts that deal with how people from communities are formed.

ST. PATRICK'S DAY

Mark this day on the calendar. Make tiny green yarn bows for the girls to wear and cut out green construction paper shamrocks for the boys. Explain the origin of St. Patrick's Day. Read "St. Patrick's Day" by Billie Phillips.

What shall we do on St. Patrick's Day?
Let's have a parade, wear something green.
Pin up the shamrocks where they can be seen.
Call a few friends, make lemonade.
Serve cake with green icing and green ice cream.

COMINGS AND GOINGS

Goals: To understand why people travel.

Show a picture of people riding in a car. Ask where the people could be going and why they travel by car. Elicit a variety of answers. Continue the activity by showing pictures of people using other means of travel.

Collect picture travel cards from the collection of cards used in PICTORIAL VISIT activity. Spread the cards face down on a table. A child turns up a card. He identifies destination, means of travel and reason, as he says: I am on my way to_____. I am traveling by_____ because _____.

COMINGS AND GOINGS (cont'd.)

Write the following category words on index cards: business, pleasure, emergency (one word on each card). Make three additional sets of these cards. Then make a set of smaller cards that contain the names of different methods of travel. Two groups of two or three children play the game. The travel method cards are shuffled and stacked face down on the table. The category words are shuffled and stacked face down on the table. One group of players removes the card from the top of the travel stack and the card from the top of the category stack. They describe the method of travel without identifying it and then give a reason for travel in the category picked. The other group confers and then guesses the travel mode and the reason category. If they guess correctly, they take a turn. If they do not, the first group takes another turn. After a group completes its turn, they place the cards in appropriate stacks face up. When the last card in a face down stack is used, the face up stack is shuffled and turned down and play continues.

TOGETHERNESS

To illustrate the effectiveness of group cooperation, read "Breezy Wisdom" By Billie M. Phillips.

First breeze said, "I'll sail a kite."
Second breeze said, "But you're too light."
Third breeze said, "I'll help you blow."
Fourth breeze said, "Come on, let's go."

They all blew at once against that big kite.
It rose up quickly, almost out of sight.
Which tells us one thing, If a job must be done,
Things happen fast if we work as one.

SEASONAL SIGNS

Mark the first day of Spring on the calendar. Help the children develop seasonal awareness with "Spring Signs" by Billie M. Phillips.

Crisp day, Children play.
Kites fly, looping high.
Skates roll. People stroll.
Leaves appear. Gray clouds clear.
Jonquils grow. Warm winds blow.

WOOD SOUNDS

Mark National Wildlife week (March 17-23) on the calendar. Show "Sounds in the Woods: sound filmstrip from the set SIGHT AND SOUND DISCOVERY TRIPS (Eye Gate, Inc.). Create an awareness of and develop an interest in wooded areas.

TASTE MESSAGES

Goals: To identify what one learns by tasting; to recall a taste.

Preparation: Explain to the group that you are going to give them something they will like, but that they cannot look at. Blindfold the children.

Put a cookie in each child's mouth. Ask the children to tell as much as they can about what they are eating. Then give the children crackers to eat and repeat the question. Remove the blindfolds. Repeat some of the children's responses about the cookies and crackers. Ask how they could know what they were eating when they could not see the food.

Put half a cookie in each child's mouth. After the children eat the cookies, put a piece of candy in each mouth. Continue the taste experiment with half a cracker and a piece of carrot. Remove the blindfolds. Have the children identify the foods in the order that they ate them. Ask how they know one food from another.

Bring in the foods identified in the preceeding activity. Also bring in jello, apples, lettuce and popcorn. After the children are blindfolded, put some of one of the foods in their mouths. Then have the children remove the blindfolds and record on individual paper strips the name of the food. About an hour later, give them another item to taste and write the name. Continue in this manner throughout the day. Keep a master list of the foods in the order given. Then at the end of the day, have the children read from their lists, one item at a time. Record the food names on the chalkboard. If there is some question on the identification of the food, take a vote on each kind given for

that particular taste experiment. Display the master list beside the chalkboard list for the children to compare. Invite discussion of any items upon which the class did not agree. Ask how they were able to tell that they were eating lettuce and not apples, jello and not candy, etc.

GRAPE SHAPE

Goals: To match shapes of objects with geometric shapes.

Cut these shapes from tagboard: square, circle, triangle, rectangle, diamond and rectangle on the flannel board. Show a bunch of grapes (real, plastic or a picture) that has a triangular shape. If the grapes are three-dimensional, hold them directly in front of the child at eye-level for the best possible view of the triangular shape. Ask the child to find on the flannelboard the shape of the bunch of grapes. Continue the activity using other objects or pictures such as a carrot, a stick of gum, a bar of candy, an ice cream cone, a powder puff, etc.

On 9x12" cardboard, near the bottom center, make a small circle with a felt marker. Near the sides of the board paste cutout pictures of objects that have fairly definite geometric shapes. Punch a hole in the center of the cardboard. With a brass fastener attach as many long clock hands as there are pictures on the board. The child moves the hands so that a hand points to each picture that has a circular shape. He points all unused hands to the circle at the bottom of the cardboard in the same positions as the circular pictures. Make boards for the other basic geometric shapes.

Each child cuts out a magazine picture that contains several items or lots of details. He mounts the picture on construction paper. Have him look for triangular, circular, rectangular, square and diamond shapes in the picture. From manila paper, he cuts out these shapes and pastes then on all the found shapes in the picture. The child may use a ruler to measure and make the sizes of shapes needed.

GROUND ROUND

Learn the concept of ROUND through the senses. Bring in ground beef for the children to make small individual round hamburgers. Have them describe the shape of the hamburgers. Encourage them to shape and re-shape the beef until they are satisfied with the roundness of the hamburger. Cut slices of onions. Pop out some onion rings for those who want some. Have them describe the shape of the rings. Cook the hamburgers as the children watch to see if theirs remains round.

Produce the buns and ask for identification of their shape. Eat and ask if there is anything better than a round hamburger with or without round onion rings on a round bun.

PEEP, PEEP!

One child is chosen to be Mother Hen and leaves the room. The leader of the game selects several children to be chicks by tapping them on the shoulder. Then all children, including the chicks, cover their mouths with their hands. The leader calls Mother Hen into the room. Mother Hen says, "Cluck, Cluck". The chicks reply, "Peep, Peep", without removing their hands from their mouths. Mother Hen listens and taps a child whom she thinks is a chick. If that child is a chick, he removes his hand from his mouth. Mother Hen says , "Cluck, Cluck" again and the chicks reply, "Peep, Peep". After she finds all her chicks, she selects a new Mother Hen.

WELCOME MAT

BEFORE; Invite several fathers to spend a lunch hour (or an hour on Saturday) with the children. Ask the fathers to bring kite kits with them and extra string. DURING: The visitors help the children assemble the kites. Encourage the fathers to talk about the assembly and directions and identify kite parts and equipment. The fathers and children observe elements in the outdoors to determine when the wind begins to blow in order to start flying the kites. AFTER: Serve hot chocolate and cookies before the visitors bid farewell. Later, have the children write or dictate poems about kites. Make copies of the poems and place them between covers. Write "Thank you!" on the front cover and have the children sign their names around the phrase, Send a copy of this collection to each father.

DANCE TIME

Teach "Adome," an African Social dance from the album Ethnic Dances of Black People Around the World. (Educational Activities).

NEVER, NEVER

Sing "Grizzley Bear" from Enjoying Music/New Dimensions In Music by Robert A. Choate and others (American Book, 1970). Talk about the hibernation of bears and other animals. Have the children pretend to be a grizzly bear coming out of hibernation in Spring.

FOUND THINGS

Goals: To develop small muscle skills.

Secure one 20 x 30 inch white mounting board. Read "Spring Signs" by Billie M. Phillips. The children look through magazines and cut out pictures that suggest Spring things (Children without coats, green plants, flowers, etc.) They paste their pictures on the mounting board. Have volunteers color crayon houses to fill the empty spaces. Other individuals may paste on cut-up green sponge for grass. Color in light blue chalk for sky.

Read the poem from "Seasonal Signs" activity. The children collect twigs, scraps of cloth, cork, sponge, tissue paper, etc. Each child cuts, arranges and glues his items and textures together to create an outdoor spring scene on cardboard.

manner for the second row of boxes. On signal, the first player in each group begins putting each lid on its box while the next player follows behind him and removes each lid. The third player follows the second player and puts the lids on and so on. As each player completes his turn he takes his place in line again at the beginning of the row. The group finishing first wins.

Secure two sets of 10 shoe boxes without lids. Arrange each set in a line. Place a small object in each box (chalk, eraser, ball, paper clip, block, etc.). Draw a line on the floor about two feet from the first box. Five players stand in a line behind each row of boxes. On signal, the first player in each line removes the object from the first box and places it in the second box, places the second object in the third box, etc. When he romoves the object from the last box, he runs back to his line and gives the second player the object. The first player then goes to the back of the line. The second player in each line keeps the object while he is exchanging the objects in the boxes. When he takes the object from the last box, he gives that object and the one he received from the first player to the next person in his line. The group finishing first, i.e. which first has the beginning player holding all the objects, wins.

FLIGHT TO EARTH

Circle March 12 on the calendar. Call attention to the first parachute jump on this date in 1912. Provide books with pictures of parachutes for the browsing table. Secure cloth, thread, needles, scissors and small weights (plastic beads, large buttons, etc.) that can be attached to thread. Assist the children in attaching a thread to each corner of a cloth. Join the opposite thread ends together and tie on the weight. Test parachute by tossing it in the air. Prepare to tie on a lighter weight if the parachute plunges to the ground instead of floating or drifting down. Encourage the children to design parachutes from other materials.

GOING TO GRANDMA'S

Goals: To think of an action and demonstrate it; to recall and demonstrate one or more actions.

The children sit in a circle on the floor. One child says, "I'm going to Grandma's and I'm going to_____. Then he performs an action such as clapping. The next child repeats the incomplete sentence and performs a different action. Actions can be carried out while sitting or standing.

The children form a circle and walk around the room as they chant three times. "We're going to Grandma's house." Then the children stop and one child steps in the center of the circle. He says, "And I'm going to _____ and performs an action. The children respond. "And he's going to _____ and imitate the child's action, which he performs with them. Repeat the process with the next child performing a different action. One child stands and says, "I'm going to Grandma's house and I'm goint to_____". Then the child performs an action. The next child stands, repeats the incomplete sentence, imitates the first child's action, and then performs a different action. The game continues with each child repeating the sentence, imitating in order all the actions others performed and then creating his own action. A child leaves the game if he misses an action or performs the actions in the wrong order.

PRINT MAKERS

Goals: To create a design. Preparation: Mix tempera paint.

Glue a washer ring on the bottom of a small spool that no longer has thread on it. Pour enough paint on a sponge to moisten it thoroughly. Press the bottom of the spool on the sponge and then on paper. Repeat the process to create a design. Use a large sponge so that several children can press their spools on it at the same time.

Assemble a collection of old small objects: blocks, hair curlers, shoestrings, styrofoam pieces, tooth brushes, pieces of candle, paper clips, string and yarn, etc. Pour the paint in pie or cake tins. Select four or more of the items. Dip then into the paint and press them on sheets of cardboard to create a design.

WINDCHASE

A child pretends to be the wind and stands in a chalk circle in the center of the floor. Another child stands in one of four other circles spaced apart on the floor. Read the first verst of "Catch Me, Wind" by Virginia S. Brown. At the end of the verse, Wind tries to catch the child before the player reaches the next circle. If Wind does not, Wind returns to his circle and the game continues with the player advancing to the next circle. If Wind catches the player at the end of a verse, Wind becomes the new player and a new Wind is chosen. Then repeat the poem beginning with the first verse. On the last verse, the player catches Wind and a new Wind takes a turn.

Here I am, Wind, All by myself.
Look for me, Wind, On the top shelf.

Here I am, Wind, Under the chair.
You can't see me, "Cause I'm not there

Here I am, Wind, Up on the wall
Don't Come too near - You'll make me fall.

Here I am, Wind, Watch what I do.
You didn't catch me. But I caught you!

YOU'VE GOT IT!

Have the children pantomine how they walk when they are on the way to school, when they are in a hurry, when they are tired, when they are happy, when they go up the stairs, when they take their dogs for a walk, etc.

Ask the group to pantomine the following kicking a football, jumping over a puddle of water, walking off a curb, plunging their feet into a puddle of water, putting on boots, running barefoot along a hot sidewalk, pedaling a bicycle, stepping in and out of a ditch and taking off shoes without using the hands. Invite individuals to pantomine other situations that require use of the feet for the class to guess the actions.

Objects in these pantomine are imaginary. Encourage the children to try to create each pantomine so that a person would think the object was really present. Lean againsts a wall. Sit on a park bench. Shake a friends hand. Walk with a cane. Throw a ball against a wall and catch it. Hold onto an open umbrella as a strong wind blows it. Unwrap a candy bar and eat it. Open a door, step outside and close the door.

UM-M-M GOOD

Have small groups of children select and use a recipe from COOL COOKING by Esther Hautzig. (Lothrop, Lee and Shepard, 1973). The subtitle of this book, "16 Receipes Without a Stove," suggests the ease of preparation. Each group makes enough of the appetizer, salad, dessert or beverage for everyone to taste and talk about.

CITY SENSE

Read "A City" by Billie M. Phillips:

A city is shapes - skinny, fat,
Round or square. Tall triangles
Here and there.

A city is sounds -
Screeching loud, High or low.
People's voices. Car horns blow.

A city is color -
Purple, blue, red or brown,
Yellow and green all around.

DISTANT IMPRESSIONS

Goals: To observe things from a distance.

Place a clear jar filled with objects (dried beans, seeds, etc.) at the farthest point from the children. Point to the jar. Ask the children to look at it and tell as much as they can about it. If the respond with information they could acquire only by observing close-up or by handling, ask the children how they know. Help them become aware through experience that such information is acquired by other means.

Bring in a tree branch. Draw a closeup picture of the branch on a large sheet of manila paper. Then place the branch at the farthest distance in the room. Draw a distance picture of the branch on another sheet of paper. Have the children view the branch from the farthest distance and then study the two pictures. The children select the one that is the distance picture and give reasons for their choice.

Have available several cloth patterns and textures: knitted sweater, furry mitten, straw hat, plaid skirt, checkered shirt, sequin bag, tweed pants, etc. Hang all the objects at one end of the room. The children carry out the following directions: On an index card, write the name of one of the objects. Get very close to the object, touch it and study the pattern. Make a detailed drawing of the item. Then move to a point in the room that is farthest from the object. On the second index card draw the object again and label it. (Remind the children to draw only what they can actually see at this distance.) Have them compare the paired drawings of each object and determine the kind and amount of information acquired close up and far away.

ACCENT COLORS

Obtain color chart strips from a paint store. Cut apart the color shades and tints of one strip. Place the pieces in a small envelope. The child arranges the color in order from lightest to darkest or vice versa. If there are pairs of matching strips, cut one strip apart. Place the pieces in an envelope along with its uncut matching strip. The child matches the cut pieces alongside the whole color strip.

VISUAL VISIT

Read THE LOOKING BOOK by P. K. Hallinin (Childrens Press, 1973). Two boys use a pair of "lookers" to find things to see.

HOW HEAVY

Goals: To separate objects by estimated weight.

Tape five 8-inch squares of paper or cardboard end to end. Place the paper on the floor. Mark an X on the square at the left. Obtain five empty, plastic detergent bottles all the same size. Put different amounts of sand or water or dirt in each of four of the bottles. The child places the bottles, one on each square, beginning at the left, in order of weight from the lightest to heaviest or vice versa. Encourage the child to tell how he arranged the bottles and why.

On an 18 x 2-inch strip of paper, write the numerals 1 through 6, leaving equal space between the numerals. Place the strip on a table along with eight objects of different weights; for example a ball, a box of crayons, a jar of paste, a block, a can of tempera paint, a bag of sand, an inflated balloon, a paperweight. The child chooses six of the objects and arranges them on the paper strip according to weight, placing the lightest object on the numeral 1, the next lightest on numeral 2 and so on. Place a scale nearby so that the child may check the weights of the objects , after he completes his arrangement. Provide assistance as needed.

Arrange eight objects (similar to the ones in the preceeding activity) in a row on a table. Make small cutout numerals 1-8 and tape them in order, from left to right, on the objects. The child looks at the items and tries to determine which is the heaviest, the next heaviest and so on. He writes "By Feel" on his paper and the numerals in a row in order of weight. He then weighs each object on a scale. On his paper he writes, "By Weight" and the numerals in a row in order of heaviest to lightest. Encourage him to compare his sight and feel guesses with the actual weight order.

The Animal School

Purpose: Increase acceptance of individual differences.

Materials: None

Procedure: Read the story and discuss question at the end.

Once upon a time the animals decided they must do something heroic to meet the problems of a "new world". So they organized a school.

They adopted an activity program consisting of running, climbing swimming and flying. To make it easier to administer the curriculum, ALL the animals took all the subjects.

The duck was excellent in swimming, in fact better than his instructor; but he made only passing grades in flying and was very poor in running. Since he was slow in running, he had to stay after school and also drop swimming in order to practice running. This was kept up until his web feet were badly worn, and he was only average in swimming. But average was acceptable in school, so nobody worried about that except the duck.

The rabbit started at the top of the class in running, but had a nervous break-down because of so much make up work in swimming.

The squirrel was excellent in climbing until he developed frustration in the flying class when his teacher made his start from the ground up instead of from the treetop down. He also developed "charlie horses" from over assertion, and then got C in climbing and D in running.

The eagle was the problem child and was disciplined severely. In the climbing class he beat all the others to the top of the tree, but insisted on using his own way to get there.

At the end of the year, an abnormal eel that could swim exceedingly well, and also run, climb, and fly a little, had the highest average and was valedictorian.

The prairie dogs stayed out of school and fought the tax levy because the administration would not add digging and burrowing to the curriculum. They apprenticed their child to a badger and later joined the groundhogs and gophers to start a successful private school.

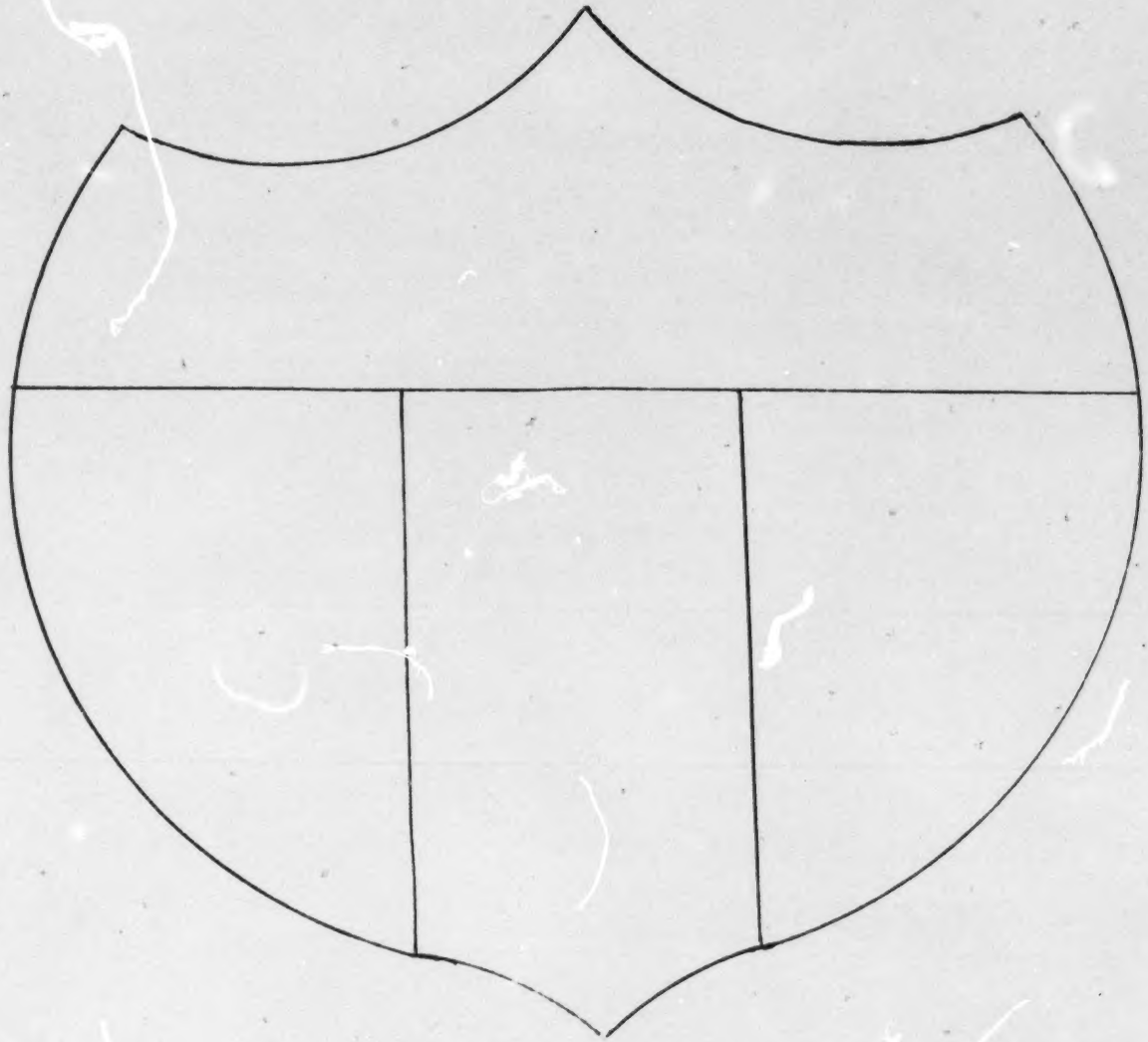
Does this fable have a moral?

(From Teacher Training, Vol. II, No. 4, published by the American Technical Society, Chicago)

Coat of Arms

Materials: Supply of "Coat of Arms" drawings (ditto or have pupils draw their own.)

Procedure: Without concern for artisitc results, ask students to fill in areas of the drawing according to topics suggested. Sample items are noted in each area.



Me Mobile

Purpose: Designed to help students introduce or tell about themselves. It works well during the first few days of school to help students get acquainted with each other and to help the home base teacher or advisor learn more about the students.

Materials: String, shoe boxes or pieces of cardboard 6" x 12" or strips 6" x 48", magazines, scissors, paste.

Procedure: The chassis of the mobile can be most anything that can be hung around the room after the students have completed work on it. Moblies may be made of shoe boxes and/or constructed from strips of cardboard or by cutting cardboard into pieces 6" x 12" and fitting them together at the 6" edges to form a square. Suspend them by attaching a string to each corner. This may be best because there are 8 surfaces for display. Make one for each student or have students make their own. On one surface the students put their names and on the other surfaces they glue pictures from magazines that depict themselves. They can put pictures showing what they like to do, what their ambitions are, the TV programs they like, the sports they like, what their hobbies are, etc.

As they are being made, the students share much information about themselves with their classmates and when the mobiles are hung they can lead to students discovering mutual interests.

Decisions, Decisions

Before the game begins, mark five parallel lines on the floor with masking tape. Tell the children "There are five lines on the floor. The one on the extreme right indicates 'absolutely right'. The extreme left side is 'absolutely wrong'. There is a middle line for undecided or neutral. The other two lines are somewhat right or somewhat wrong." Tell them to move to the line that indicates your decision about the story you tell and stand there. They should not move until you say move. Then they are to explain why they moved there.

Sample situations:

1. A boy is a pusher. He came up to his friend and said "Do you want a joint?" He said "No way!" and ran to get a policeman. The cop busted the pusher for selling drugs. Was the boy who went to the police right or wrong?

2. A white man went to a party. He saw a black man there. Immediately he left the party. Was he right or wrong?

3. A teacher changed all the seats in the classroom around after the class had been "bad". They had made too much noise. Was the teacher right or wrong?

4. A boy was out playing basketball in his backyard and suddenly stomped on his mother's prize flowers. He did not tell his mother because he was afraid. Was he right or wrong?

5. Harold was low on money, so he took his father's gun and robbed a taxicab. He broke his leg while he was doing it. His bail was $50. or 30 days in jail. Byron stood on the wall of an overpass and spit on cars. He got the same - $50 or 30 days in jail. Was the decision in the two cases right or wrong?

The Milk Bottle Game

Provide a container and about 5 clothespins for each child. Plan for each child to try to drop 5 pins in the container as a "trial". Four trials for each child is good. Children record prediction of their performance before a trial and actual results after the trial. Graph prediction and actual performance.

Note - Children should stand over the container and drop the pins from the level of their nose. Have children keep their predictions secret.

Discuss: practice effect - improved performance, improved ability to make prediction.

effect of positive or negative expectations (self fulfilling prophecy).

Effect of competition - with other members of group or with self.

Did they think performance or accuracy of prediction was important. Why? (Teacher should not have said either was important in the beginning.)

What was the effect of other's opinions on you?

What other factors affect performance other than expectation?

Experiment may be repeated with two variations.

1. Predictions are not kept secret.
2. Divide the group into two teams. Have them compete with each other for highest performance total or greatest accuracy of prediction.
   Discuss the effects.

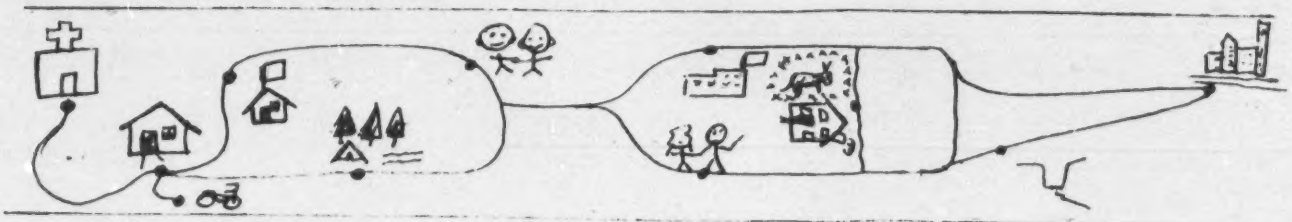
Where Am I

Materials: Butcher paper
Scissors, pencils.

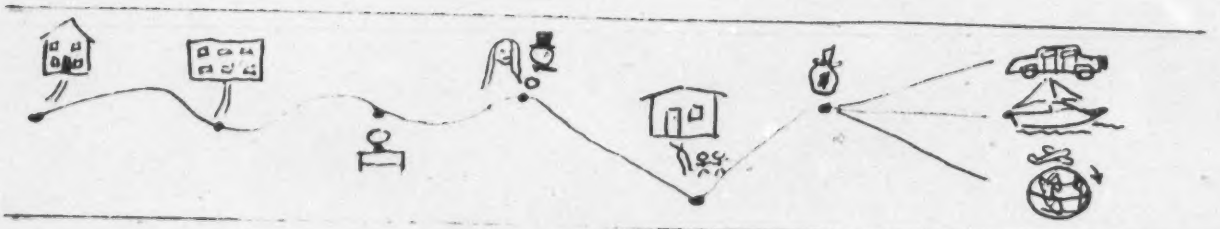
Procedure: Distribute to everyone a long sheet of Butcher Paper.

Say: Draw your life like a road map. Think of yourself as going on a trip.... the places you will stop are the places (the good spots and bad bumps) where you have already been. The places will mostly not be places at all but things that happened to you.

Do: Draw the things in. After you have drawn the map up to the point where you are now, make a simple drawing on the other side of the strip of paper that tells where you would like to be, where you want to go.



SIDE 1



SIDE 2

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